

KNIGHT LIFE

Grade Level: 4

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Length of Unit: 5 Lessons

I. ABSTRACT

Medium aevum - Medieval or The Middle Ages is often thought of as a time of knights in shining armor, lavish feasts, kings, queens, and glorious pageantry. In film and literature, medieval life seems heroic, entertaining, and romantic. In reality, life in the Middle Ages was also harsh, uncertain, and often extremely dangerous. This unit will focus specifically on knighthood and the contributions that knights made to this culturally rich and dangerous time era. The unit emphasizes the duties, obligations, and characteristics of these chosen few. Students will explore the concepts of knighthood through a variety of activities including participation in a mental mock jousting tournament.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how belief systems affect a society's actions.
2. Students will understand the complex nature of a given culture.

B. Content from the Core Knowledge Sequence.

1. Knights
2. Squires
3. Pages
4. Code of Chivalry

C. Skills will be addressed in individual lesson plans.

III. BACKGROUND KNOWLEDGE

- A. For teachers: See Appendix H
- B. For students: Feudalistic society

IV. RESOURCES

- A. Hirsch, Jr. E.D. What Your 4th Grader Needs to Know. New York: Doubleday Dell Publishing Group, Inc., 1992. ISBN# 0-385-31260-1
- B. Dargie, Richard. The Age of Castles: Knights and Castles. Texas: Raintree Steck-Vaughn, 1999 ISBN# 0-8172-8122-3

V. LESSONS

Lesson One: Knight School

A. Daily Objectives

1. Lesson Content: The three stages of knighthood; knight, squire and page.
2. Concept Objective: Students will develop an understanding of the required stages of knighthood.
3. Skill Objectives
 - a. Students will record events in sequence on a timeline.

- b. Students will give a brief description of the events that occur in each stage using complete sentences.
- B. Materials
 1. Overhead copy of Appendix A
 2. Student copies of Appendix A
- C. Key Vocabulary
 1. Page - the lowest rank on the road to becoming a knight
 2. Knights - a professional soldier
 3. Esquire - the middle rank after being a page but before being dubbed a knight
- D. Procedures/Activities
 1. Discuss the progression from a page to a knight.
 2. Teacher will construct a life-line on overhead (See Appendix A) with the class. Each stage will be discussed in detail.
 3. Teacher will provide students with a paper copy of Appendix A. Students will construct a life-line of the procedure.
 4. Students will write a short paragraph summarizing each stage of the process from page to knight.
- E. Evaluation/Assessment
 1. Successful completion of life-line and summary paragraph.
- F. Standardized Test Connection:
 1. Arkansas Frameworks Social Studies 2.1.4, 3.1.2, 3.1.5

Lesson Two: The Knight Shift

- A. Daily Objectives
 1. Lesson Content: Duties of a knight
 2. Concept Objectives: Students will understand how belief systems affect a society's actions.
 3. Skill Objective: Students will identify the characteristics of a knight and life principles necessary to honored with knighthood.
- B. Materials
 1. Group copies of Appendix B
 2. Toy sword or yardstick (dubbing ceremony)
- C. Key Vocabulary
 1. chivalry - honor code that pledges a knight to respect ladies and defend them against harm and to be responsible for performing other knightly duties
 2. heraldry - identification used to identify knights in armor
- D. Procedures/Activities
 1. Discuss characteristics required for knighthood.
 2. Divide students into small cooperative learning groups.
 3. Each group will select a name for their castle and develop a code of knighthood using Appendix B.
 4. Two students from each group will be selected as knights to represent the group. All other students will act as either a page or squire.
 5. Prepare a mock dubbing ceremony to review the duties of a knight.
- E. Evaluation/Assessment
 1. Teacher evaluation will be based on the observation of cooperative learning groups and individual student participation.
- F. Standardized Test Connections

1. Arkansas Frameworks: Social Studies 3.1.9, 3. 1.1 I

Lesson Three: Arm Yourself

- A. Daily Objectives
 1. Lesson Content: Suit of Armor and Weaponry
 2. Concept Objective: Students will understand how belief systems affect a society's actions.
 3. Skill Objective: The learner will weigh the equivalents of armor using textbooks.
- B. Materials
 1. overhead projector and transparency of Appendix C
 2. bathroom scale
 3. art materials: poster board, markers, colors, scissors, glue, etc.
 4. Appendix D and E (directions for shield and sword)
 5. Container filled to 50 pound capacity (suitcase, etc.)
- C. Key Vocabulary
 1. helmet - metal protection for head
 2. breastplate - large metal shield made to protect the chest and back
 3. gauntlet - metal gloves
 4. spurs - metal spikes to enable the knight to control the horse
 5. sword - weaponry used by knights
 6. mace - knobby metal end of a club used to break bones
- D. Procedures/Activities
 1. Use overhead projector to display a knight's armor (Appendix C). Identify and discuss the purpose of each piece of the armor
 2. Students will construct a personal shield and sword (Appendix D & E).
 3. Use student math textbook to familiarize and review measurements.
 4. Encourage students as a whole group to estimate the weight of a knight's armor.
 5. Weigh objects in classroom to represent the actual weight of the armor. (50-55 pounds)
 6. Teacher will provide a container such as a suitcase and filled with objects. (See Materials e.) Students will try to lift the container.
- E. Evaluation/Assessment
 1. Successful completion of Procedure 4 will be used as the evaluation.
- F. Standardized Test Connections
 1. Arkansas Frameworks
 - a. Social Studies 3.1.9
 - b. MathM.1.1,M.2.1,M.3.1,M.3.2,DSP.1.1.B,DSP.1.1.D,DSP.1.2

Lesson Four: Oh, What A Knight!

- A. Daily Objectives
 1. Lesson Content: Famous Knights
 2. Concept Objectives: Students will understand how belief systems affect a society's actions.
 3. Skill Objective: Students will be able to complete Appendix F - Graphic organizer for Lancelot, Galahad, and King Arthur.
- B. Materials
 1. student copies of Appendix F
 2. pencils

- C. Key Vocabulary
 1. legend - a story passed down through history
 2. Galahad - son of Lancelot, found the Holy Grail
 3. Lancelot - King Arthur's greatest knight
 4. King Arthur - famous knight, known for pulling the sword from the stone
 5. siege perilous - seat at the Round Table reserved for the Grail Knight
 6. The Grail Knight - the knight who finds the Holy Grail.
- D. Procedures/Activities
 1. Discuss the three famous knights: Lancelot, Galahad and King Arthur.
 2. List major accomplishments of the three knights recognized in class discussion.
 3. Complete a graphic organizer for Lancelot, Galahad, and King Arthur (Appendix F).
- E. Evaluation/Assessment
 1. Use procedures b and c as evaluation of objectives.
- F. Standardized Test Connections
 1. Arkansas Frameworks Social Studies 3.1.1, 3.1.3,

VI. CULMINATING ACTIVITY

Students will participate in a "Modern Day Mental Jousting Tournament" using knowledge gained during unit study as their weapons. Students should be familiar with these terms: tournament, jousting, prowess, and all previously taught key vocabulary from the unit.

Discuss jousting and tournaments with students. "Jeopardy Jousting"

1. Place students into their castle groups from previous lessons.
2. Each castle will select a brave knight to defend their castle's honor. Castle groups may discuss answers to game questions, however, only the chosen knight may give the answer.
3. The castle will increase their wealth by seizing "jewels" of knowledge. (Jewels may include jewel appliques or teacher's choice of prize)
4. Teacher will provide trivia questions (Appendix G). Each knight will be given a jewel of knowledge for each correctly answered question.
5. The castle that collects the most jewels wins the game. Use Jeopardy Jousting for evaluation of objectives. Appendix G could also be used as a quiz.

VII. BIBLIOGRAPHY

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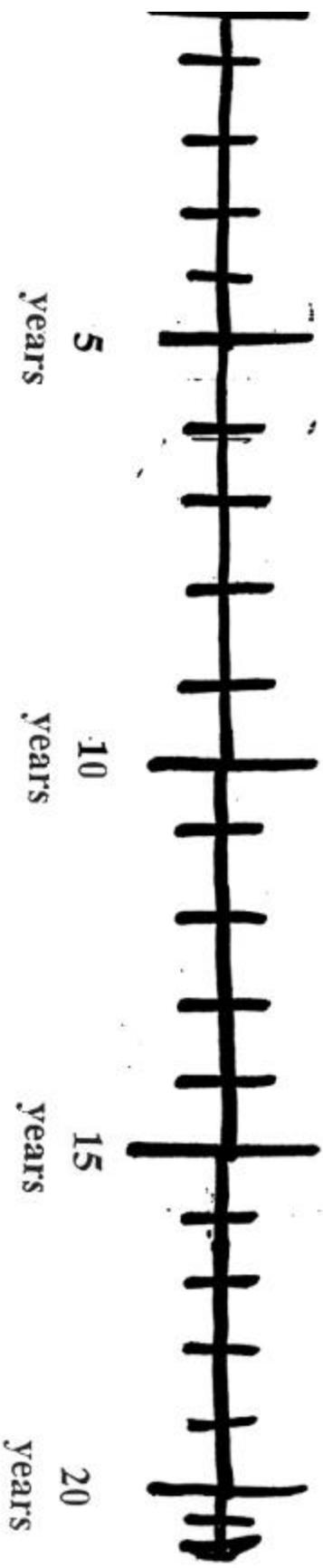
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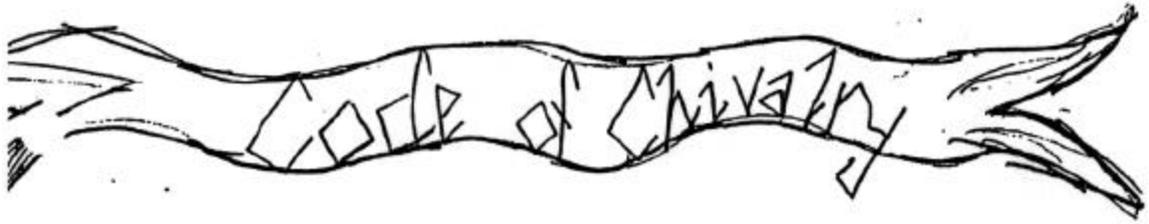
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Stages of Knighthood



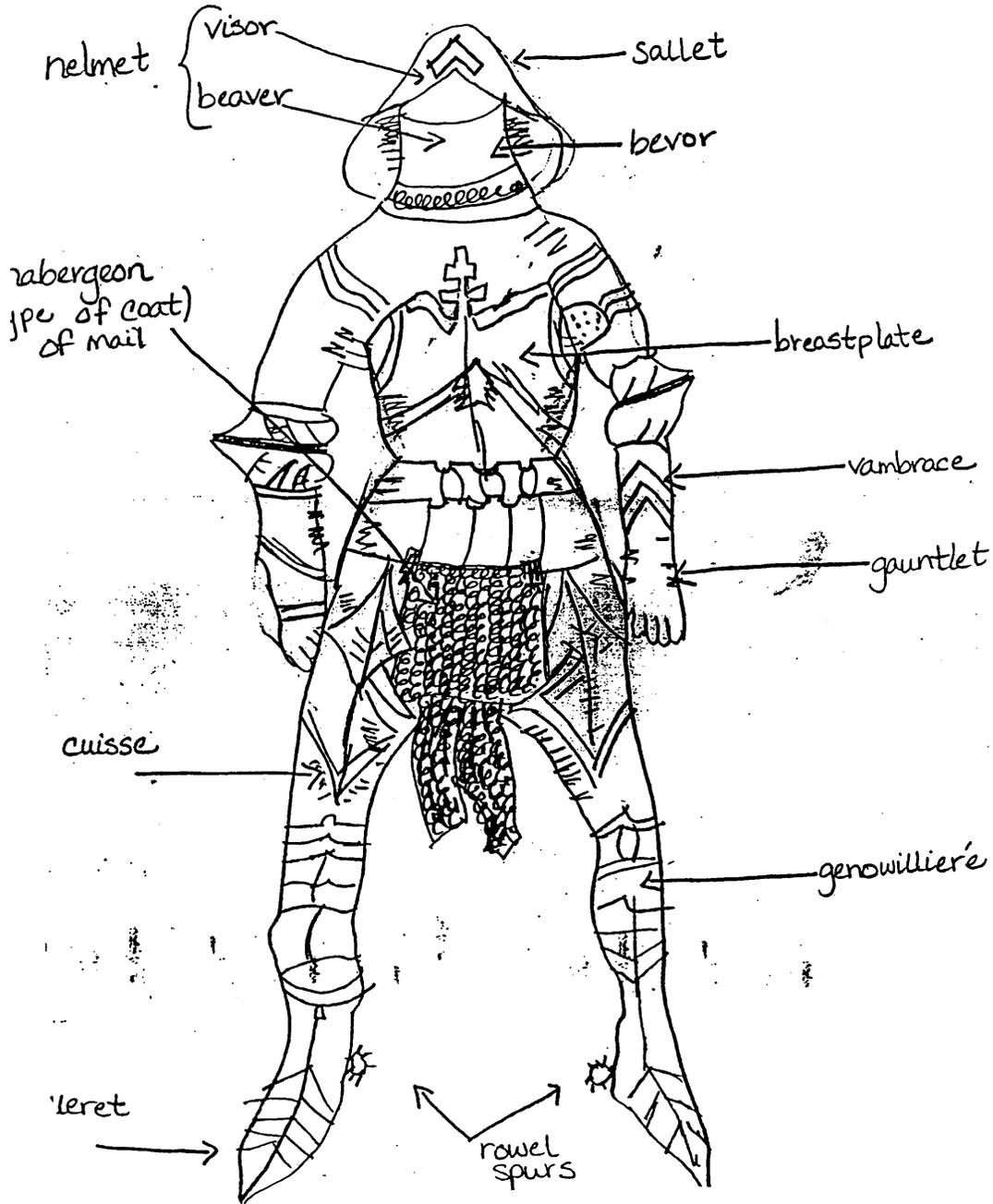


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Appendix D

DIRECTIONS FOR MAKING SWORD

Materials Needed:

Poster Board

Scissors

Glue

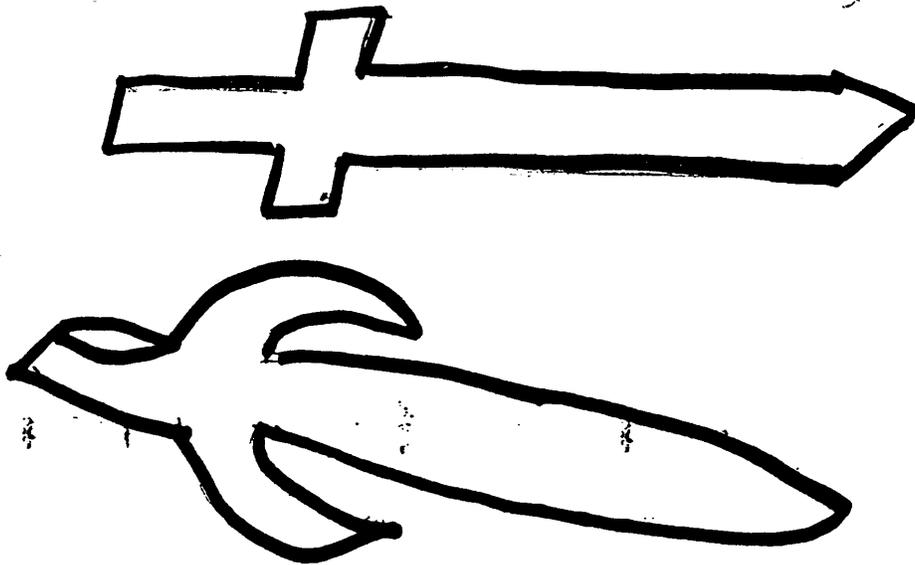
Markers or crayons

deocrative objects as desired (applique jewels, glitter, etc.)

sample pictures of sword

Directions:

Teacher will provide examples of sword and necessary materials. Students will use imagination to create their own sword. See samples below.



Appendix E

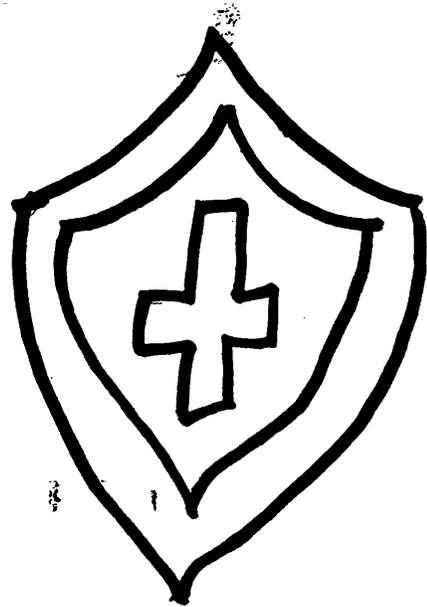
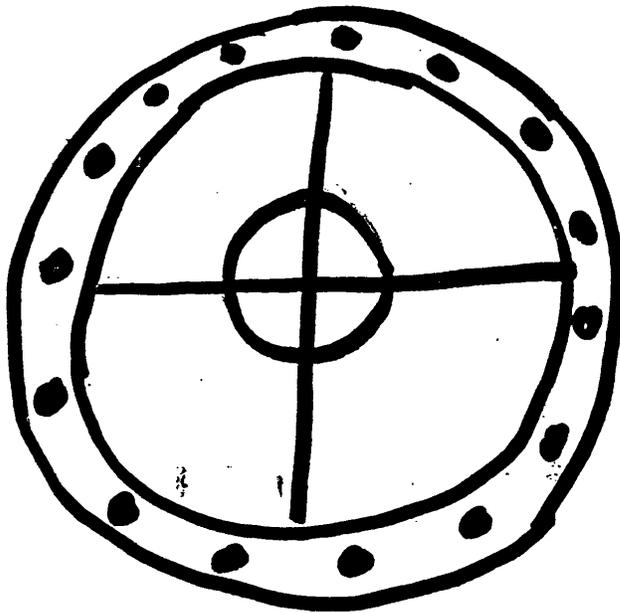
DIRECTIONS FOR MAKING SHIELD

Materials Needed:

Poster Board
Scissors
Glue
Markers or crayons
decorative objects as desired (applique jewels, glitter, etc.)
sample pictures of sword

Directions:

Teacher will provide examples of shield and necessary materials. Students will use imagination to create their own shield. See samples below.



Appendix F

Arthur	Lancelot	Galahad
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Appendix G

JEOPARDY JOUSTING

1. What age is a page when he becomes a squire?
2. A competition between knights is called a
3. What age does a boy become a page?
4. How much does a suit of armor weigh?
5. Tournaments are held during peace time or war time?
6. Name two characteristics of a knight.
7. A squire becomes a knight at what age?
8. Spell the word knight.
9. Define chivalry.
10. What is the name of a knight's sword?
11. A mock battle during a tournament is called a
12. Name the knight that finds the Holy Grail.
13. Who is Lancelot's son?
14. Who was said to have been raised by the Lady of the Lake?
15. Who pulled the sword out of the stone and became King?
16. Could women become knights?
17. Before a squire, becomes a knight name one thing he must do the night before.
18. What is a group of knights called?
19. What is the code that knights lived by?
20. Name, in order, the three stages of knighthood.

21. How were knights identified when they were suited in armor?
22. What is the name of the part of the armor that protects the head?
23. Did horses wear armor during battle?
24. Who dubs a knight?
25. Define jousting.

JEOPARY JOUSTING ANSWER KEY

1. 15-16
2. tournament
3. 7
4. 50-55 pounds
5. peace time
6. loyal, brave, etc.
7. 20-21
8. knight
9. honor code that pledges a knight to, respect and protect ladies
10. lance
11. melee
12. Galahad
13. Galahad
14. Lancelot
15. Arthur
16. no
17. pray, bath, etc.
18. order
19. Code of Chivalry
20. page, squire and knight
21. heraldry
22. helmet
23. yes
24. king
25. contests of skill between two armed horsemen, who came at each other with their lances

Appendix H: Knight Life

Teacher-Created Background Notes

Lesson One: Knight School

To become a knight the successful completion of three stages was required: page, squire, and knight. At the age of seven, a male born from a noble family would leave his home to become a page and begin training for knighthood. The page would be required to join the household of another knight or nobleman. He would be trained to use small weapons. A page would be taught manners and behaviors required for knighthood.

At the age of 15 or 16, a page would advance to a squire. A squire would serve a knight who had become his master. He waited on his lord at the table. He tested his skills against a dummy target and would continue to train until he advanced to that of a mounted soldier. This was extremely important because he had to assist his knight in the heat of battle by riding beside him. This stage would last for approximately five years before he could become eligible for knighthood.

The evening prior to "Knighting Ceremony", a young man was bathed and shaved. He was dressed in white by esquires (squires) and led to the chapel, where he would spend the night in praying for guidance in becoming a good knight. This prayer time was extremely important to the knight because many knights failed to live up to the high moral standards that were expected of them.

Any knight could bestow knighthood on another by placing his armor on the squire. Later this became more ceremonious when the squire was tapped on the shoulder with a sword and the words, "I dub you knight". The role of a knight however was not all glorious and romantic.

Knights lived under a strict code of chivalry which meant that they had to have faith and a deep love for the Christian religion, even if it meant death. They were also required to have strong loyalty towards the land where they were born. Knights had to be benevolent in giving generously to those they meet. They had a responsibility to be respectful of ladies and defend them against harm. A knight pledged always to do his best in battle, always fought for good over evil and never flinched or surrendered in the face of the enemy. As rewards for loyalty to his king, a knight was often given his own castle, a big estate, or land in the country.

Lesson Two: The Knight Shift

Knights had many important duties. They were trained in archery and weaponry, to be loyal, to be great hunters, to be chivalrous, to have respect for women, to go into battle without fear, and to participate in tournaments. The knights were the most important fighting men. A true knight was expected to protect women and the weak. They were the true champions against injustice and evil. They had a deep love and respect for the land of their birth and defended the church, even with his life.

Lesson Three: Arm Yourself

The complete plate of an-nor suit weighed approximately 55 pounds (25 kg) and was very hot. The separated plates allowed the knights enough movement to ride, fight and to even to perform headstands. A laced flap on the stocking, or "hose" allowed a knight to go to the toilet fully armored. The an-nor was fastened and tied into place with long leather

straps. Each piece of the armor had a special purpose and name and was made to fit a knight's body.

On his head, a knight wore a helmet. The head had a visor that lifted up and down like a shutter. A collar was made of chain protected the gap between the knight's helmet and the top of his body armor. The knight wore metal shoes and gloves called gauntlets. The knight wore full body armor to protect his body from arrows, spears, clubs and other weapons. Although the suits were uncomfortable and hot, a knight practiced putting on the armor in the correct order so he would be prepared for battle.

Lesson Four: Oh, What A Knight!

Lancelot - Greatest of King Arthur's knights. He was known as Lancelot because he was raised by the Lady of the Lake. One of his greatest adventures was rescuing Queen Guinevere from Meleagant. He was very much in love with Guinevere which brought about the downfall of King Arthur's realm.

Galahad - Galahad was the son of Lancelot and was best known as the knight who achieves the quest for the Holy Grail. As the chosen knight, he was allowed to sit in the Siege of Perilous which was the seat at the Round Table reserved for Grail Knights.

King Arthur - As a knight, Arthur was the designer of an order of the best knights in the world. In the story of King Arthur, he pulls the sword out of the stone and becomes the new king of Britain. One of the questions that has puzzled readers was whether or not he was an actual historical figure. Since there is no conclusive evidence to prove King Arthur's historicity, the debate continues.

Culminating Activity:

Tournaments became a favorite form of amusement for lords and ladies. This kept the knights prepared for battle during times of peace. Tournaments were mock battles between groups of knights. The mock battles were called *melees*. Later jousts were added. Jousts were contests of skill between two armed horsemen, who came at each other with their lances. Each attempted to unhorse the other. The jousting gave young knights an opportunity to show off skills and build their reputations. The defeated knight had to give up his horse and armor to the victor. Jousts were separated from each other by a cloth-covered barrier called a tilt to prevent their horses from colliding.